

DOCUMENT RESUME

ED 412 519

CS 012 952

AUTHOR Pollock, John S.
TITLE Title I Reading Recovery Program. Final Evaluation Report 1996-97. Elementary and Secondary Education Act--Title I.
INSTITUTION Columbus Public Schools, OH. Dept. of Program Evaluation.
PUB DATE 1997-00-00
NOTE 29p.; Data analysis by Kathy Morgan. For 1995-96 report, see CS 012 949.
PUB TYPE Reports - Evaluative (142)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary School Students; *Grade 1; *High Risk Students; *Instructional Effectiveness; Outcome Based Education; Parent Participation; Primary Education; Program Effectiveness; *Reading Programs; *Remedial Reading; Urban Education
IDENTIFIERS Columbus Public Schools OH; Elementary Secondary Education Act Title I; *Ohio Reading Recovery Program

ABSTRACT

A study evaluated the effectiveness of the 1996-97 Reading Recovery program as implemented in the Columbus, Ohio, public schools. The program featured individualized one-on-one lessons provided by 58 specially trained teachers serving 470 grade 1 pupils. The treatment group consisted of the 230 pupils who were either discontinued (202) or received 60 or more lessons but not discontinued (28). Results indicated that (1) of the 230 treatment group pupils, 217 (94.3%) displayed over time each of the 3 strategic processing behaviors (monitoring reading, constructing meaning, and integrating sources of information); (2) of the 202 pupils who were discontinued from the Reading Recovery program, 197 had available scores from a benchmark reading assessment administered to all grade 1 pupils in the district, and of those, 173 (87.8%) passed the assessment; (3) of the 28 pupils who were not discontinued but received at least 60 lessons, 24 had available benchmark scores, and of those, 9 (37.5%) passed the benchmark; (4) of the treatment group of 230 pupils, 219 (95.2%) read 5 or more books at text reading level 8 or above (criterion was 75.0%); (5) a total of 1,639 parent contacts were made with program teachers, and average of 3.5 contacts for each pupil served; and (6) the 230 treatment group pupils represented 48.9% of the 470 pupils served, but represented 58.4% of the total number of contacts made with parents or guardians. Findings support continuation of the program with attention given to seven recommendations. (Contains eight figures of data.) (RS)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

05012952

Elementary and Secondary Education Act - Title I

ED 412 519

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

K. Taube

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

FINAL EVALUATION REPORT

1996-97

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

☐ Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

TITLE I

READING RECOVERY PROGRAM

Written by:

John S. Pollock,
Professional Specialist

Data Analysis by:

Kathy Morgan,
Professional Specialist

Columbus (Ohio) Public Schools
Department of Evaluation Services

Kurt T. Taube, Ph. D.
Director

The Columbus City School District does not discriminate because of race, color, national origin, religion, sex or handicap with regard to admission, access, treatment or employment. This policy is applicable in all district programs and activities.

05012952

Elementary and Secondary Education Act - Title I

FINAL EVALUATION REPORT
TITLE I
READING RECOVERY™ PROGRAM
1996-97

Executive Summary

Program Description: During 1996-97, the Reading Recovery program served 470 grade 1 pupils. The program was a joint effort of educators in the Columbus Public Schools, the College of Education of The Ohio State University, and the Ohio Department of Education, and was funded by Elementary and Secondary Education Act (ESEA) - Title I monies.

The purpose of the Reading Recovery program was to provide early intervention to underachieving first grade pupils who appeared unlikely to learn to read successfully without additional reading instruction. The program featured individualized one-on-one lessons provided by specially trained teachers. The lessons were based on observational tasks designed to provide a comprehensive assessment of the pupil's development of reading and writing strategies. During 1996-97, 58 teachers served pupils in 38 schools. Each teacher served an average of 8.1 pupils.

Time Interval: For evaluation purposes, the program started on September 23, 1996 and continued through May 9, 1997. Pupils included in the final analyses for Desired Outcomes 1 and 2 must have either been successfully discontinued (completed) from the program regardless of the number of lessons received or have received 60 or more instructional lessons but were not discontinued. Many of those pupils who received fewer than 60 lessons but were not discontinued either moved to another school during the year where Reading Recovery service was not available or began the program so late in the school year that it was not possible for them to receive 60 lessons.

Activities: To help pupils develop reading strategies, daily 30-minute individualized lessons included a variety of instructional activities such as reading and re-reading books while the teacher recorded pupil strategies and errors, writing and reading pupil stories, letter identification, and sound analysis of words.

Evaluation Design: The evaluation design included two desired outcomes: (1) at least 75 percent of the pupils who had received 60 or more lessons or who were discontinued would display at least twice throughout the treatment period each of three reading strategic processing behaviors (monitoring reading, constructing meaning, and integrating sources of information) and (2) at least 75 percent of pupils who received 60 or more lessons or who were discontinued would read at least five books at text reading level 8 or above. In addition to the two desired outcomes, parent involvement data were also collected by program teachers. Locally constructed instruments were used to collect enrollment/attendance and parent involvement data.

Major Findings: The Reading Recovery program served 470 pupils in 1996-97, with average pupil enrollment (days scheduled) of 57.3 days. Average pupil attendance (days served) was 49.8 days and the average number of instructional lessons was 39.5. The average number of instructional lessons is less than the average number of days served due to the fact that pupils spend the first ten days of service "roaming around the known." These days are not counted as lessons. The treatment group consisted of the 230 pupils (48.9% of those served) who were either discontinued (202) or received 60 or more lessons but not discontinued (28). Program developers have estimated that most pupils need approximately 60 lessons to complete the program. The number of lessons pupils received ranged from zero to 103.

The two desired outcomes for the 1996-97 Reading Recovery program were met. Of the 230 treatment group pupils, 217 (94.3%) displayed over time each of the three reading strategic processing behaviors (criterion was 75.0%). Of the 230 treatment group pupils, 219 (95.2%) read five or more books at text reading level 8 or above (criterion was 75.0%).

In April, 1997, a benchmark reading assessment was administered to all grade one pupils in the district. Pupils received either a passing score (Yes) or a non-passing score (No) on the benchmark assessment. A passing or non-passing score was determined by the pupil's classroom teacher using a modified miscue analysis as the pupil read a designated text. Of the 202 pupils who were discontinued from the Reading Recovery program, 197 had available benchmark scores. Of these 197 pupils, 173 (87.8%) passed the benchmark assessment. Of the 28 pupils who were not discontinued but received at least 60 lessons, 24 had available benchmark scores. Of these 24 pupils, 9 (37.5%) passed the benchmark assessment. This difference is statistically significant ($\chi^2 = 37.27$, $p < .01$, one-tailed). Of the remaining 240 pupils served by the Reading Recovery program but who received less than 60 lessons, benchmark scores were available for 218. Of these 218 pupils, 42 (19.3%) passed the benchmark assessment.

Records of parent contacts and activities maintained by program teachers for the 470 pupils served indicated a total of 1639 parent contacts were made with program teachers, an average of 3.5 contacts for each pupil served. The 230 treatment group pupils represented 48.9% of the 470 pupils served, but represented 58.4% (957) of the total number of contacts made with parents or guardians.

Recommendations

The Reading Recovery program has been continued during the 1997-98 school year, and it is recommended that it continue. With that in mind, the following recommendations are presented:

1. The process by which pupils with less than 60 lessons are transferred from the Reading Recovery program to the Early Literacy program needs to be closely monitored. During 1996-97, 48.9% (230) of the 470 pupils served were included in the treatment group. The small percentage of pupils included in the treatment group is partly related to transferring pupils from Reading Recovery to Early Literacy before the pupils received 60 lessons, which is the number of lessons needed to be included in the treatment group. If pupils are making progress in literacy acquisition, program teachers should make every effort to continue to serve them beyond 60 lessons.
2. Efforts should continue for exploring ways to minimize the amount of time needed to collect data on pupils served. Much teacher frustration exists because of the volume of record keeping required for the program. Teachers maintain records for both Columbus Public Schools and The Ohio State University College of Education. If both institutions used the same set of data, reporting by both institutions would be consistent and the amount of paperwork required of teachers reduced.
3. As increased parent involvement is regarded as one of the indicators of effective schools, every effort must be undertaken to promote parental involvement in the program, especially in the areas of planning, operation, and evaluation.
4. The earliest possible identification of pupils needing special education instruction should be emphasized. Pupils with special needs can be better served by teachers with expertise in specific special education areas. Reading Recovery is not a special education program. If pupils with special education are not identified early, they remain in the Reading Recovery program too long, creating frustration for both pupils and teachers.
5. The instructional strategies and techniques used by program teachers need to be shared with and enhanced by the regular classroom teacher. The instruction provided by the program teacher and by the regular classroom teacher must complement each other. The academic achievement of pupils will suffer if they receive mixed messages in their reading and writing instruction. Opportunities must be made available for program teachers and regular classroom teachers to develop a consistent whole language based approach to instruction.
6. Inservice meetings should be continued to provide program teachers the opportunity to enhance their instructional intervention skills, to share instructional ideas with one another, and to clarify any concerns or misconceptions they may have about the total Reading Recovery program.
7. An on-going process of site visitations by the program evaluator needs to be continued. These visits provide invaluable information for the program evaluator in the areas of content and instruction and provide program teachers the opportunity to clarify questions they may have about evaluation requirements and record keeping. These visitations also help build a rapport between the program teacher and program evaluator.

READING RECOVERY PROGRAM 1996-97

NUMBER AND PERCENT OF PUPILS SERVED BY GENDER

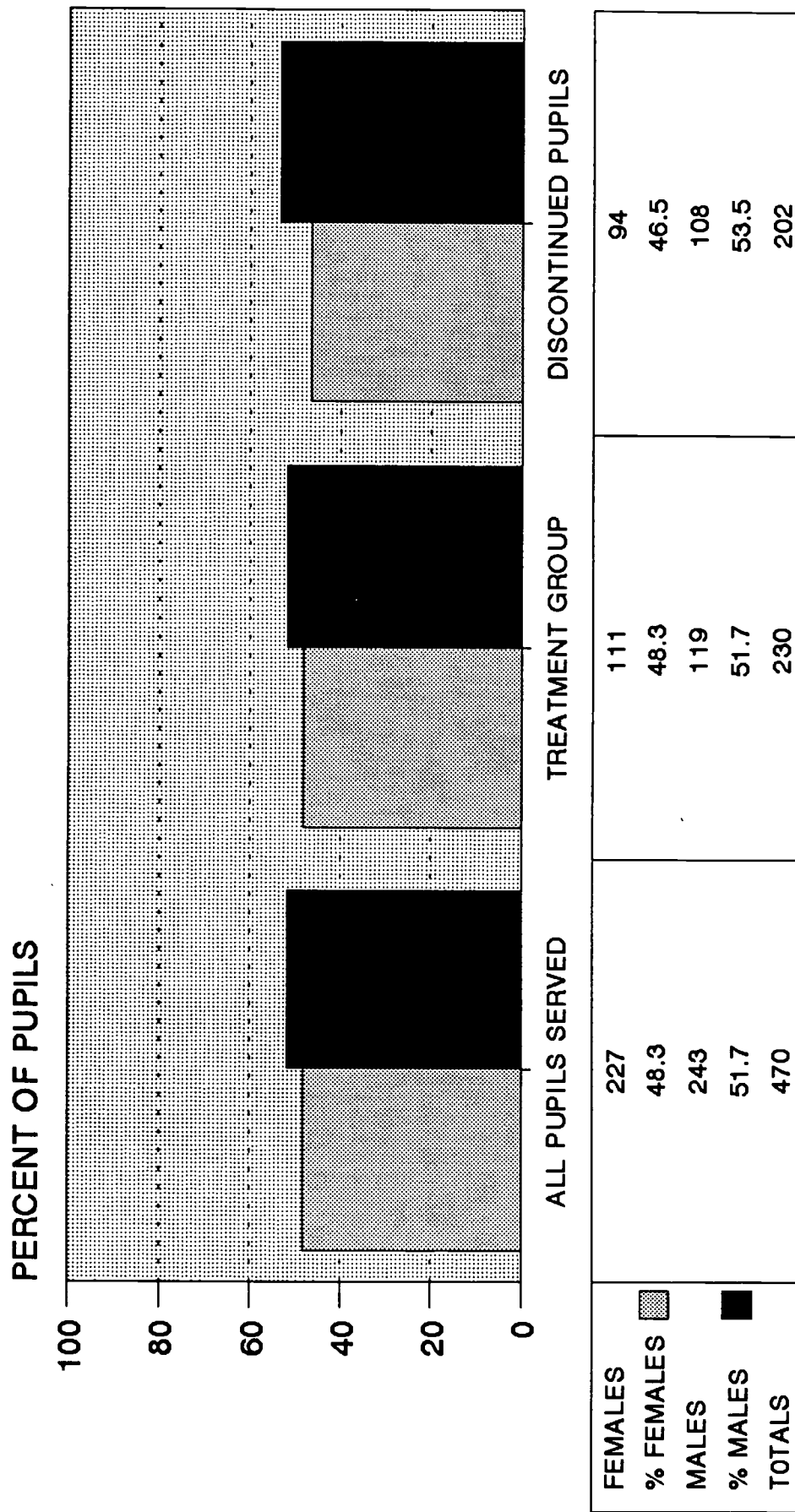


FIGURE 1

Treatment group includes pupils who received 60 or more lessons or who were discontinued.

READING RECOVERY PROGRAM 1996-97

NUMBER AND PERCENT OF PUPILS SERVED BY RACE

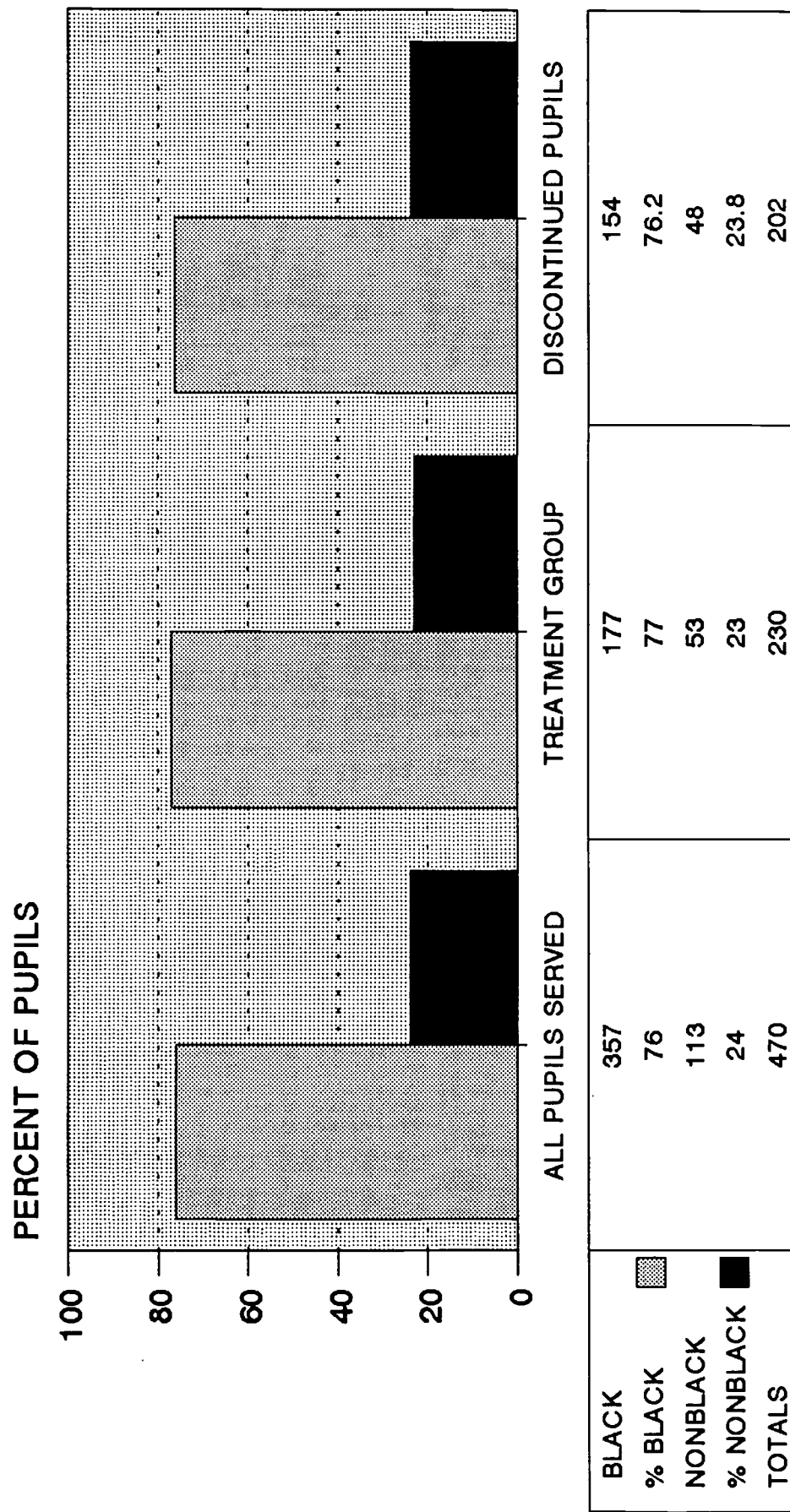


FIGURE 2

Nonblack includes Asian, Hispanic, Native American and White pupils.

Treatment group includes pupils who received 60 or more lessons or who were discontinued.

READING RECOVERY PROGRAM 1996-97

NUMBER AND PERCENT OF PUPILS SERVED BY FREE OR REDUCED PRICE LUNCH STATUS

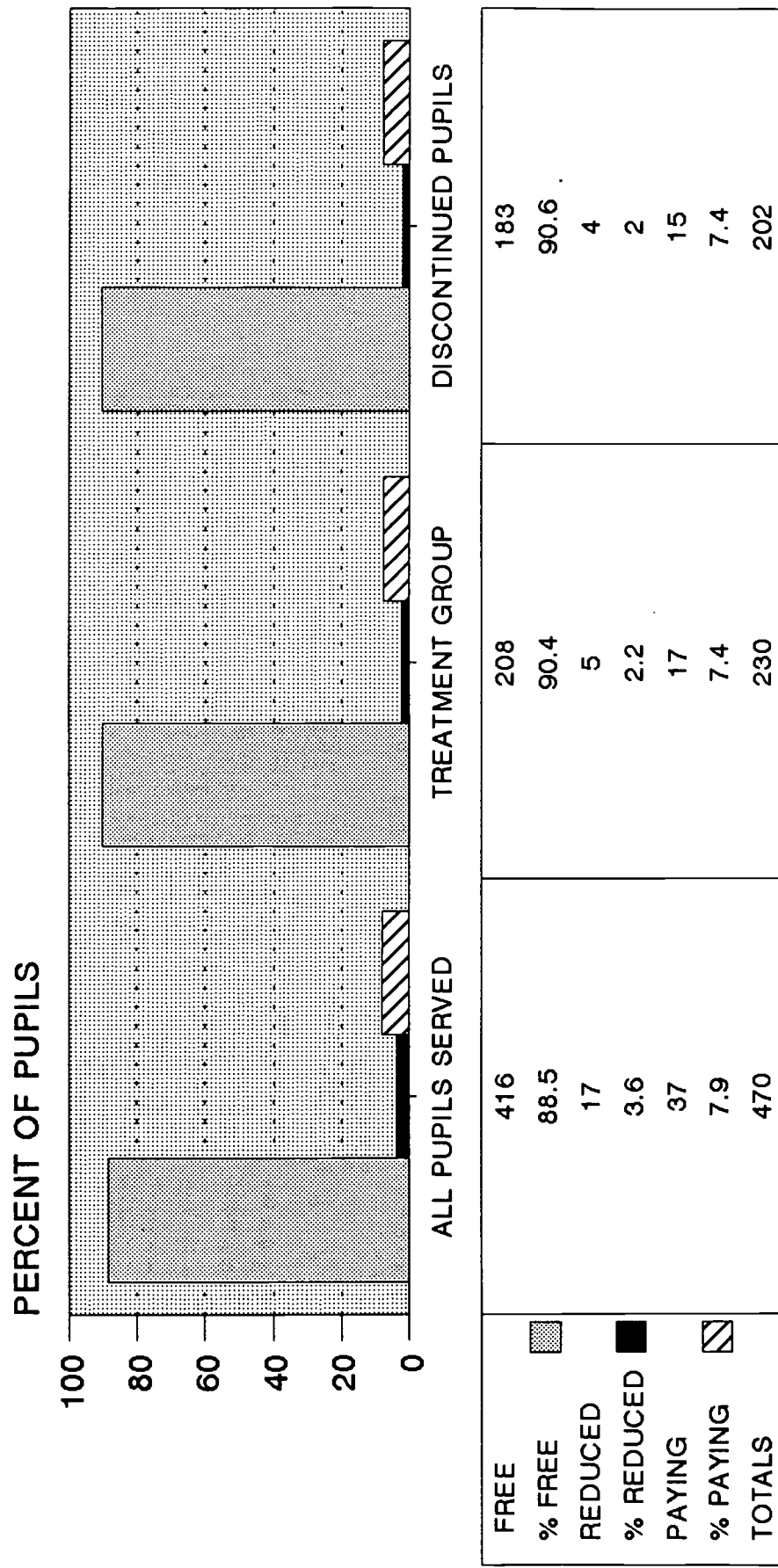


FIGURE 3

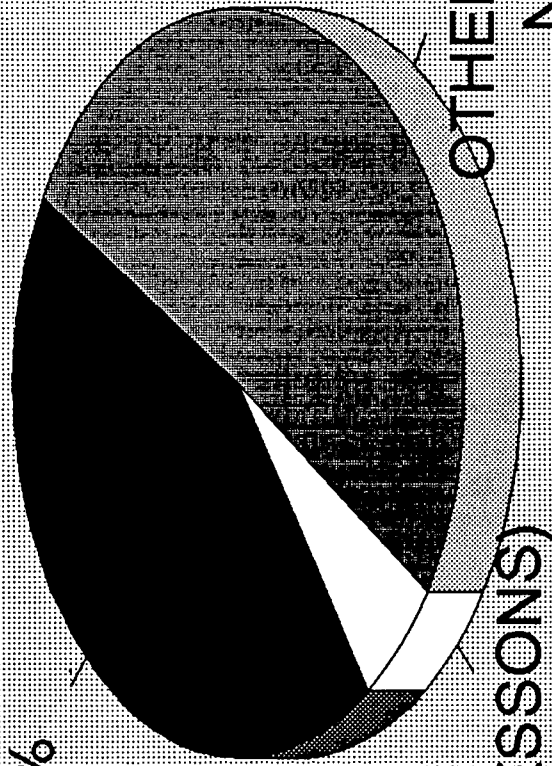
Treatment group includes pupils who received 60 or more lessons or who were discontinued.

READING RECOVERY PROGRAM 1996-97

ALL PUPILS SERVED BY DISCONTINUED STATUS

DISCONTINUED PUPILS

N=202 43.0%



OTHER PUPILS SERVED

N=240 51.1%

NOT DISC(60+ LESSONS)

N=28 6.0%

TOTAL PUPILS SERVED (N=470)

FIGURE 4

The 202 discontinued pupils plus the 28 not discontinued pupils with 60 or more lessons comprise the treatment group.

READING RECOVERY PROGRAM 1996-97

NUMBER OF LESSONS RECEIVED BY DISCONTINUED PUPILS AND OTHER PUPILS SERVED

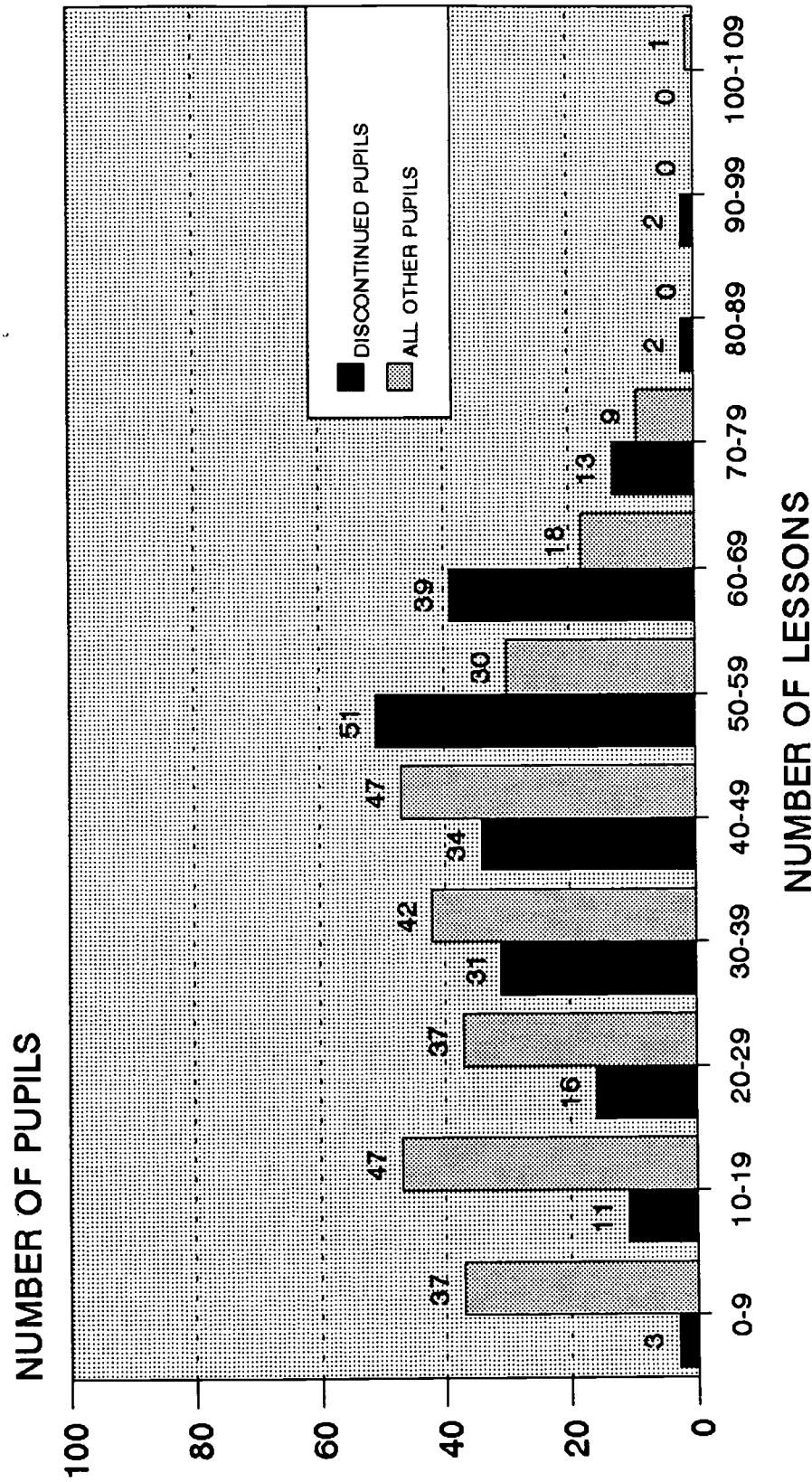


FIGURE 5

The 202 discontinued pupils plus the 28 other pupils with 60 or more lessons comprise the treatment group.

Elementary and Secondary Education Act - Title I
Final Evaluation Report
1996-97

Reading Recovery Program

Desired Outcome Results

- **Desired Outcome 1:** At least 75 percent of the pupils who had received 60 or more lessons or who were discontinued will display evidence of each strategic processing behavior at least twice during the treatment period when reading appropriate instructional text to the satisfaction of the Title I teacher.
- **Desired Outcome 2:** At least 75 percent of the pupils who had received 60 or more lessons or who were discontinued will read at least five books at text reading level 8 or above as certified by the Title I teacher.
- The following chart and table (Figure 6) present the analyses of the number and percent of treatment group pupils who met the performance criterion for Desired Outcomes 1 and 2. The chart and table indicate the number of pupils in each treatment group, the number of pupils meeting the performance criterion, and the percent of pupils meeting the performance criterion for each desired outcome.
- Summary statements for pupils served in the Reading Recovery program:
 - > Of the 470 pupils served, 230 (48.9%) met one of the criteria for inclusion in the treatment group for Desired Outcomes 1 and 2.
 - > Of the 230 treatment group pupils, 217 (94.3%) met the performance criterion for Desired Outcome 1, indicating the desired outcome was achieved.
 - > Of the 230 pupils who met a criterion to be included in the treatment group, 219 (95.2%) met the performance criterion for Desired Outcome 2, indicating the desired outcome was achieved.
 - > Of the 202 discontinued pupils, 198 (98.0%) successfully achieved Desired Outcome 1 and 199 (98.5%) successfully achieved Desired Outcome 2.

READING RECOVERY PROGRAM 1996-97

Desired Outcomes 1 and 2

Number and Percent of Treatment Group Pupils Who Met Criterion

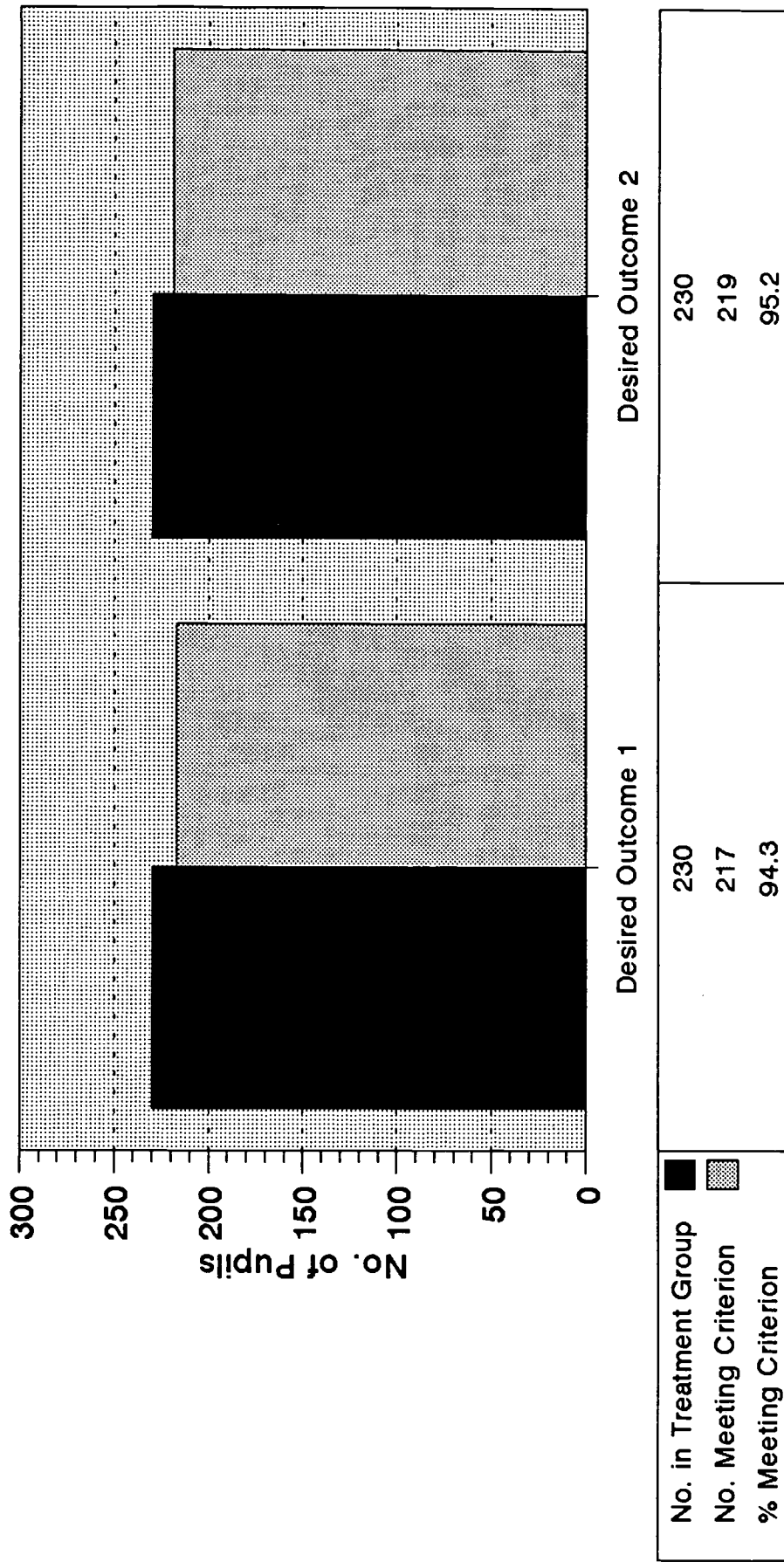


FIGURE 6

Elementary and Secondary Education Act - Title I
Final Evaluation Report
1996-97

Reading Recovery Program

Benchmark Assessment Results

- A benchmark reading assessment was administered to all grade one pupils in the district in April, 1997. Pupils received either a passing score (Yes) or a non-passing score (No) on the benchmark assessment. A passing or non-passing score was determined by the pupil's classroom teacher using a modified miscue analysis as the pupil read a designated text.
- The following charts and tables (Figures 7 and 8) present the analyses of the number and percent of various subgroups of pupils who were successful with the benchmark assessment. The charts and tables indicate the number of pupils in each subgroup, the number of pupils who were successful, and the percent of pupils who were successful.
- Summary statements for pupils served in the Reading Recovery program:
 - > Of the 197 discontinued pupils with available benchmark scores, 173 (87.8%) passed the benchmark assessment.
 - > Of the 24 not discontinued pupils with 60 or more lessons with available benchmark scores, 9 (37.5%) passed the benchmark assessment.
 - > Of the 218 pupils who were not discontinued and who had fewer than 60 lessons, 42 (19.3%) passed the benchmark assessment.

READING RECOVERY PROGRAM 1996-97

Benchmark Reading Assessment

Number of Successful Pupils by Discontinued Status

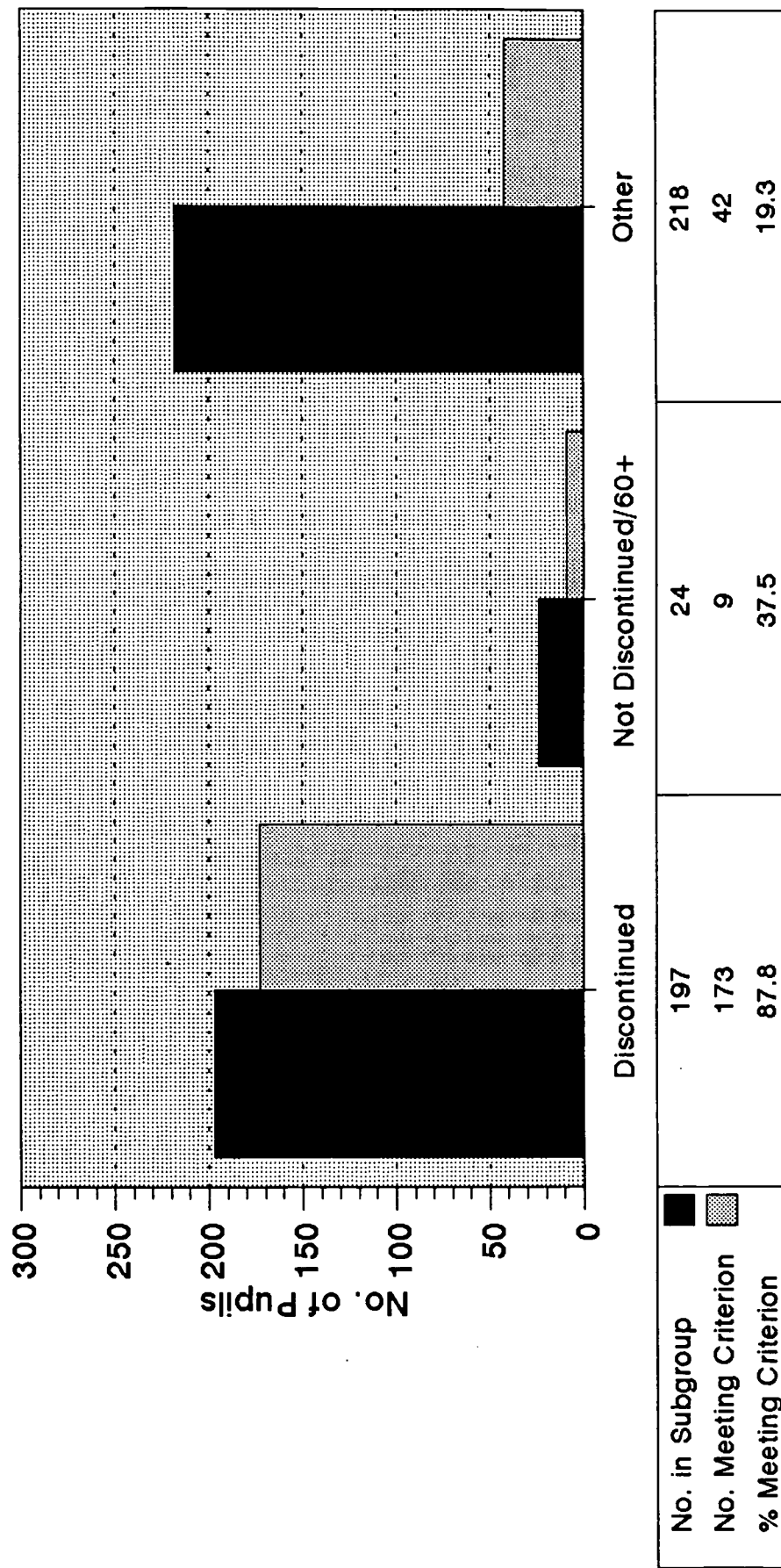


FIGURE 7

Discontinued(Discontinued Pupils/Any Number of Lessons; Not Discontinued/60+ (Not Discontinued Pupils with 60 or More Lessons; Other (Pupils Served Who Were Not Discontinued with Less than 60 Lessons).

READING RECOVERY PROGRAM 1996-97

Benchmark Reading Assessment

Percent of Successful Pupils by Discontinued Status

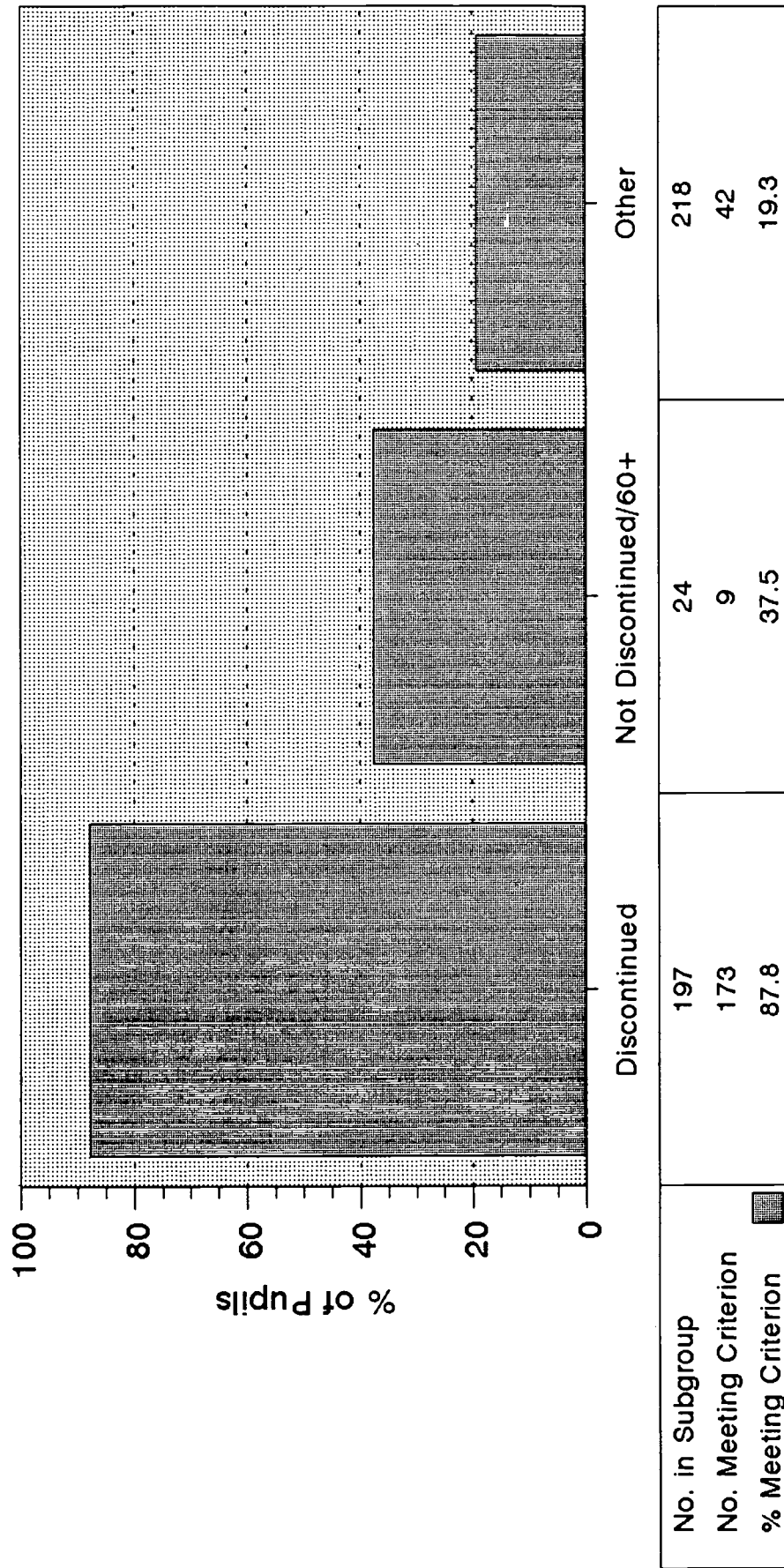


FIGURE 8

Discontinued(Discontinued Pupils/Any Number of Lessons; Not Discontinued/60 + (Not Discontinued Pupils with 60 or More Lessons; Other (Pupils Served Who Were Not Discontinued with Less than 60 Lessons).



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: ELEMENTARY AND SECONDARY EDUCATION ACT - TITLE 1 - FINAL EVALUATION REPORT 1996-97 - TITLE 1 - READING RECOVERY PROGRAM	
Author(s): John S. Pollock	
Corporate Source: Columbus (Ohio) Public Schools	Publication Date: November 7, 1997

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.



Sample sticker to be affixed to document

Check here

Permitting
microfiche
(4" x 6" film),
paper copy,
electronic,
and optical media
reproduction

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Sample _____

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Level 1

Sample sticker to be affixed to document



or here

Permitting
reproduction
in other than
paper copy.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN OTHER THAN PAPER
COPY HAS BEEN GRANTED BY

Sample _____

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Level 2

Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."	
Signature: <i>Kurt T. Taube</i>	Position: Director
Printed Name: Kurt T. Taube, Ph.D.	Organization: Columbus (Ohio) Public Schools
Address: 1091 King Avenue Columbus, Ohio 43212-2204	Telephone Number: (614) 365-5167
	Date: November 7, 1997

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of this document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

Publisher/Distributor:	
Address:	
Price Per Copy:	Quantity Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name and address of current copyright/reproduction rights holder:
Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

If you are making an unsolicited contribution to ERIC, you may return this form (and the document being contributed) to:

ERIC Facility
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850-4305
Telephone: (301) 258-5500